

## **MINUTES**

### **MONTANA HOUSE OF REPRESENTATIVES 59th LEGISLATURE - REGULAR SESSION**

#### **WORKING GROUP INDIAN EDUCATION FOR ALL MONTANANS APPOINTED BY MADAM CHAIR EVE FRANKLIN, JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Call to Order:** By **MADAM CHAIR CAROL WILLIAMS**, on February 2,  
2005 at 12:04 P.M., in Room 102 Capitol.

#### **ROLL CALL**

**Members Present:**

Rep. Verdell Jackson (R)  
Rep. Carol C. Juneau (D)  
Sen. Carol Williams (D)

**Members Excused:** None.

**Members Absent:** None.

**Staff Present:** Mike Burke, OBPP  
Jim Standaert, Legislative Branch  
Diana Williams, Committee Secretary  
Britt Nelson, Transcriber

**Please Note.** These are summary minutes. Testimony and discussion are paraphrased and condensed. Tape counter notations refer to material immediately preceding.

#### **Working Group Summary**

**Meeting #5:** What have we learned  
What resources are available  
Agencies' Wish List

**Indian Education for All**

**MADAM CHAIR WILLIAMS** stated that the work group was going to discuss what they had learned and what sort of resources they feel they will need to accomplish some of the things they had discussed. She did not think that there was enough money in the Schweitzer budget to do an adequate job. She felt that there needed to be more resources allocated. She wanted the work group members to talk about what they would like to see in Montana schools which would advance the cause of Indian Education for All. She wanted the work group members to project what individual school districts should see if they were doing the right job and funding appropriately. She also thought it would be helpful to set aside the budget and come up with a wish list.

***{Tape: 1; Side: A; Approx. Time Counter: 0 - 3.4}***

**REP. JUNEAU** thanked everyone for coming to the meetings. She mentioned that they had submitted a budget request to the State of Montana for \$23 million from the Montana Indian Education Association. She shared testimony from Mavis Scott and Diana Leuppe in 1972, before the constitutional convention. She read the last paragraph of the testimony. The reason which she gave for reading this testimony was to place into perspective how long Montana has been working on this particular subject. She requested that the State of Montana finally fulfill the constitutional promise they made in 1972.

**EXHIBIT(jeh26e01)**

***{Tape: 1; Side: A; Approx. Time Counter: 3.4 - 7.2}***

**REP. JACKSON** commented that down the road he would like to see Indian Education for All in every school. He felt that history should be the absolute minimum because it could easily be slotted into high school and also elementary curriculums. He mentioned that oral history, recorded stories from elders in the community, should be included. He felt that in order to provide these things there needed to be local control. It was a concern of his that the State stay with their constitutional mandate of general supervision. He thought that local school boards should have control over their curriculum and the money. He expressed the need to have freedom in order to make the program work.

He stated that schools needed to have a specific emphasis on heritage. He thought that it was important for children to know their heritage. He felt that it should be a joint project between the school and the parents. He observed that language is easily learned at the elementary level, and it should be included

within the study of heritage. He did not feel that English as a second language had been successful so would not recommend that to be the path the schools follow.

The third aspect he felt was important was values. He discussed some of the staff development he had done to educate teachers on the values. He thought that it had a role in staff development within the schools.

***{Tape: 1; Side: A; Approx. Time Counter: 7.2 - 17.6}***

**Rene Dubay, Office of the Commissioner of Higher Education,** introduced the Educational Talent Search (ETS) Staff.

**Jewel Desskamps-Gopher, Educational Talent Search Coordinator,** works in the Great Falls Target Area and is Chippewa Cree from the Rocky Boy Reservation.

**Neda Spotted Wolf, ETS Assistant Coordinator,** is from Great Falls Target Area and is Hidatsa and Chippewa.

**Misty Salois, ETS Coordinator,** is from Browning, an enrolled member of the Blackfeet Tribe and is currently working on the Flathead Reservation.

**Pearl Yellowman Kiyay** works on the Flathead Reservation and is Navajo from Arizona.

**Arlan Edwards, ETS Coordinator,** is Blackfeet and works at the Browning Target Area.

**Matthew Johnson, Senior Counselor at Browning High School,** is Blackfeet, Cree and Swedish.

***{Tape: 1; Side: A; Approx. Time Counter: 17.6 - 20.8}***

**MADAM CHAIR WILLIAMS** informed everyone that this would be the last day of the working group.

**Linda McCulloch, Superintendent of Schools,** remarked that the Office of Higher Education had placed their dreams on paper and provided it to the Committee in a handout. She indicated that they were working on a work plan to start the program if they received the funding.

**EXHIBIT**(jeh26e02)

**MADAM CHAIR WILLIAMS** commented that it had been her sense that the budget was somewhere between \$2 million and \$22 million. She

requested that Ms. McCulloch imagine what the Office of Higher Education would want to do to get the program implemented in schools if money was not an issue.

**Ms. McCulloch** replied that the obvious answer was that they would be able to do more of the things that they have started on. She would like to see more hands-on materials for teachers. She also wanted to see more professional development such as redoing accreditation standards. If money was not an issue she would also like to see more staff in the office.

***{Tape: 1; Side: A; Approx. Time Counter: 20.8 - 29.9}***

**MADAM CHAIR WILLIAMS** followed up stating that her concern was not being able to see results in schools immediately. Without results to show they would not be able to uphold the program. She expressed that it was appealing to her to use small grants for local schools to do development of their own. She personally would like to see this done with the money from the budget.

**Ms. McCulloch** said that there was nothing the three members would hope for that the staff at the Office of Public Instruction wouldn't also want. But she also knew that if it was easy to get done and \$2 million would be enough funding it would have been done before. She felt that if they did not lay good groundwork then it would not get going at all. It was her goal to lay a good foundation in order to bring other teachers and schools into the program.

***{Tape: 1; Side: A; Approx. Time Counter: 29.9 - 34.9}***

**REP. JUNEAU** commented that the people at the Indian Education Summit wanted ongoing funding for Indian Education for All Montanans included in the State budget. She understood that the Summit thought the State had a responsibility to fund Indian Education for All Montanans and to fund it adequately. It is what they needed to stay with because it is what the people of Montana expressed that they wanted.

**Ms. McCulloch** responded that she understood what REP. JUNEAU was talking about; however, it was up to the work group and not her to decide what would be done. She promised to bring a further proposal the next time she came in front of the work group.

**REP. JUNEAU** followed up by restating that she felt the 2005 Session needed to accomplish something. She felt that if it did not happen now it would never happen. She asserted that they needed Ms. McCulloch's voice out there to say that Indian Education for All needs more than \$2 million.

**Shiela Stearns, Commissioner of Higher Education**, expressed thanks to the work group. She was inspired by the comments made by the group members, especially REP. JUNEAU'S and REP. JACKSON'S comments.

***{Tape: 1; Side: A; Approx. Time Counter: 34.9 - 43.9}***

**Dr. Roger Barber, Deputy Commissioner for Academic and Student Affairs at the Office of the Commissioner of Higher Education**, told the working group that the reason the budget they had proposed was modest was because he had participated in all of the meetings and 90% of the conversation had been directed at the K-12 system. Very little had been said about the University System and what its responsibility or obligation is under Indian Education for All. Therefore, what needs to be done is determine what the constitutional mandate and statutory language means to the University System. They prepared a modest budget in an attempt to do that. They put together a representative work group of people from the campuses.

***{Tape: 1; Side: A; Approx. Time Counter: 43.9 - 46}***

**Mr. Barber** indicated that the work group would be made up primarily of faculty members and academic officers, especially members of the Native American Studies Program. He expressed that they would also work closely with Tribal leaders to make sure that they are on the right track. He explained that the other two major pieces in the budget were: 1) find a way to get the information and resources that were already present out to the rest of the University System; and 2) to create more information and resources through research grants and curriculum development. He thought that the challenge to the University System would be the large impact on the teacher education programs. He claimed that the underlying issues for the University System are what the Indian Education for All means to the entire institution and what it means to other programs.

***{Tape: 1; Side: B; Approx. Time Counter: 0 - 7.3}***

**Ellen Swaney, Director, American Indian/Minority Achievement from the Office of the Commissioner of Higher Education**, thought that ideally what would happen throughout the education systems is that they would have well-prepared adults working in all fields, meaning that when a student finishes any field in the University System they would have some basic understanding and knowledge of American Indians. Additionally teachers would have a standard curriculum touching all academic areas available on-line to use in their lesson planning. From the University System side she would want to be able to engage in discussion with colleagues to

figure out how to integrate Indian knowledge within her course work.

***{Tape: 1; Side: B; Approx. Time Counter: 7.3 - 10.1}***

**Everall Fox, Indian Education for the Office of Public**

**Instruction,** felt that there needed to be a K-12 teaching guide. He related a story from his teaching days when he had been instructed to teach reading. His wish-list was a K-12 teaching guide, a web-based program, model lessons, support material, worksheets, a resource guide, money for professional development, grants to schools, and a fully staffed Indian Education office. As for the price he thought that \$6 million dollars would be the most effective but he would be happy with \$4 million.

**EXHIBIT(jeh26e03)**

***{Tape: 1; Side: B; Approx. Time Counter: 10.1 - 20.3}***

**Mike Jetty, Dropout Prevention for the Office of Public**

**Instruction,** thanked the Committee for their time. He indicated that the missing piece since 1972 has been money. He felt that they need to take advantage of this opportunity to ask for money. He mentioned that per the Lakota philosophy he was anticipating what Indian Education for All would look like in seven generations. He thinks that if things don't happen now they will never happen.

***{Tape: 1; Side: B; Approx. Time Counter: 20.3 - 25.2}***

**REP. JUNEAU** commented that she really appreciated Bud Williams, who took charge of the Indian Education Summit.

***{Tape: 1; Side: B; Approx. Time Counter: 25.2 - 26.6}***

**ADJOURNMENT**

Adjournment: 12:55 P.M.

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SEN. CAROL WILLIAMS, Chairman

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for DIANA WILLIAMS, Secretary

EF/dw

Additional Exhibits:

**EXHIBIT ([jeh26ead0.PDF](#))**